


The Language of Poetry

Lesson Preparation

Daily Lesson 1	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A	E1.1E	E1.Fig19A E1.2A,B E1.15Ci.ii	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication — Why is it important to continuously build your vocabulary? 		<ul style="list-style-type: none"> Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. — How does genre shape meaning? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Graphic organizer 		<ul style="list-style-type: none"> Genre Theme 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Short text from academic content area (class set) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Variety of grade-appropriate, high-interest poems which reflect topics/themes from Unit 01 Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a brief section from a content area textbook (science, social studies, mathematics) or other similar resource. Select one term with a Latin or Greek root that contains a common prefix to use to as a model for completing the graphic organizer. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Collect 20th and 21st century poetry which reflects a theme or themes explored during Unit 01. For each selected theme, include a variety of poetry from different eras. This collection will be used throughout this unit. Select two poems from the collection for small groups to examine. If multiple themes are selected, organize the collected selections by theme. If one theme is selected, arrange for multiple copies of the selections. Determine procedures for reading and analyzing poetry in a collaborative setting. Select a short poem from the collection to use in the Mini Lesson. 	
Background Information	Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words simply by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of		Genre – the type or class of a work, usually categorized by form, technique, or content. Some examples of literary genres are epic, tragedy, comedy, poetry, novel, short story, and creative nonfiction.	

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	<p>words in linguistic and non-linguistic ways.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins."</i></p>	<p>Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay.</p> <p>Steps in analysis: Identify the genre of each text Identify the similar theme(s) in each text Explain how genre shapes meaning</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections that include personal and world connections, thoughts, and responses to poetry."</i></p>
Teacher Notes	<p>In this Instructional Routine, students use a graphic organizer to better learn new words and their origins. Students may apply this strategy to unknown words found in their Reading texts or for learning new academic concepts and terms.</p>	<p> Some students believe that all poetry must rhyme. In fact, many poems do not rhyme and are still considered to be good poems.</p> <p>This Instructional Routine may take more than one day to complete. Plan accordingly.</p>

Instructional Routines

		WORD STUDY	READING
Daily Lesson 1			
Duration and Objective	Suggested Duration: 10-15 min. <u>Content Objective:</u> Students use strategies to determine word meanings.	Suggested Duration: 40-45 min. <u>Content Objective:</u> Students determine how poetic literary techniques shape meaning in the genre of poetry.	
Mini Lesson	<ol style="list-style-type: none">1. Ask: What types of activities help improve your vocabulary? <i>Allow students to respond. Students should know that one of the best ways to build their vocabularies is by reading.</i>2. Begin with a quick review of word parts, using the class Word Wall as a reference.3. Display the selected words for students and add it to the class Word Wall.4. On chart paper or other display space, create a 4-square graphic organizer.5. Model completing the graphic organizer using the selected word:<ul style="list-style-type: none">• In the top left quadrant, write the word along with a number on a scale of 1-5 that represents how well you know the word.• If necessary, locate the word in a dictionary and Think Aloud to determine a way to remember what the word means.• In the top right quadrant, write the definition of the word in your own words.• In the bottom left quadrant, include the following information as applicable:<ul style="list-style-type: none">• Origin of word• Root word• Prefix• Suffix• In the bottom right quadrant, draw a visual representation that will help you remember the term.	<ol style="list-style-type: none">1. Review the terms <i>genre</i> and <i>theme</i> as necessary.2. Remind students that during Unit 01 they studied works of fiction and literary nonfiction. Review and list the themes explored during the unit. Ask: How does genre shape meaning in literary text? Discuss answers.3. Explain that during this unit, students will read and analyze poetry with themes similar to those studied in Unit 01. Ask: What are characteristics of this genre (poetry)? Students Quick Write in the Reader's Notebook. Discuss responses and compile a class list of characteristics of the genre. Address the misconception that all poetry must rhyme.4. Display the selected short poem. Read it aloud or invite a student to do so. Write following questions on chart paper or other display space and discuss responses to each:<ul style="list-style-type: none">• What is the theme of this piece?• Have you read other texts with a similar theme?• How does the genre of poetry shape the meaning of this piece?• Is this piece influenced by mythic, classical, or traditional literature? If so, explain the influence.5. Explain that each small group will have a collection of poetry to read and analyze. Distribute the collections and provide any necessary background information about the pieces. Explain procedures for reading and analyzing poetry in a collaborative setting.	

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	<p>6. Share that 4-square is a strategy to help determine the meaning and remember unknown words encountered in text or as a method for learning new words before instruction.</p>	
<p>Learning Applications:</p>	<p>1. Working in groups, students skim the pre-selected text and complete the graphic organizer for an unfamiliar term.</p>	<p>1. In Collaborative Groups, students read and then analyze poetry using the displayed questions from Mini Lesson.</p> <p>2. Individually, students write a reflection in the Reader's Notebook addressing how genre shapes meaning by comparing and contrasting examples of fiction, literary nonfiction and poetry, providing textual evidence as appropriate.</p>
<p>Closure</p>	<p>1. Groups share completed graphic organizers with the class.</p> <p>2. Ask: Why is it important to continuously build your vocabulary? Discuss responses.</p> <p>3. Ask: How is this strategy helpful in building vocabulary? Discuss responses with students. Explain that when we make connections (paraphrasing/visual representation) with new ideas and concepts, we are able to remember and comprehend more information.</p>	<p>1. Ask for volunteers to share reflections.</p> <p>2. Ask: How does genre shape meaning? Discuss responses.</p>